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ABSTRACT

Course structures and educational practices in Distance Education and Training Council (DETC) member institutions were examined through a survey of all 58 DETC institutions. Usable responses were obtained from 55 (95%) of the institutions. Among the study's main conclusions were the following: (1) 52% of distance education students are male, 42% have a college degree, and 81% are employed; (3) DETC schools employ an average of 55 people, offer an average of 48 courses, and have an average course graduation rate of 52%; (4) 51% of courses offered are developed by both in-house staff and external authors; (5) 66% of examination questions are objective in style; (6) students typically require 10 hours to complete a lesson; (7) 9% of schools offer mandatory resident training; (8) 56% of schools use proctored examinations, 47% offer a fax exam service, 58% use toll-free telephone service for educational purposes, and 73% use preprinted motivation letters; (9) 100% of the schools own their own computer, 75% have computers that are networked; and (10) 80% of the schools use desktop publishing to prepare courses, 62% publish a newsletter/magazine for students, 56% have a home page, and 69% use electronic mail. (Twenty-eight tables and the survey instrument are included.) (MN)

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ED 407 563

1996
Distance Education Survey

A Report on Course Structure and Educational Practices in Distance Education and Training Council Member Institutions

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Foreword

In May 1996 the Distance Education and Training Council surveyed its accredited member institutions to determine current aspects of distance study educational practice.

In all, 58 DETC institutions were surveyed. We received 55 usable responses, for a record response rate of 95%. The larger distance study institutions (active enrollments over 5,000 students) responded, making for a comprehensively broad picture of current practice.

The survey contained questions in the following areas:

- General
- Course Development
- Educational Services
- Future Outlook

The DETC is eager to provide up-to-date and practical information on distance study courses and practices in the field. This survey does just that—and we hope that distance study educators everywhere will find the survey results useful for internal comparison and planning purposes.

For further information about the survey and the data in this report—or about the distance study field—please contact the Distance Education and Training Council, 1601 18th Street, N.W., Washington, D.C. 20009-2529, telephone 202-234-5100, fax 202-332-1386, e-mail detc@detc.org, home page http://www/detc.org.

Michael P. Lambert
Executive Director

October 1996

Survey Method

In May 1996 the 58 members of the Distance Education and Training Council were sent a mail survey form. The surveys were due May 31, 1996, however, surveys were received up until September 6, 1996.

At the time the data was compiled, 55 usable responses had been received for a response rate of over 95%.

A great deal of data were accumulated. As a result, we have used tables to provide the clearest picture of this data. The data are displayed in school size categories for easier comparative analysis.

Of special note—in developing averages for the data we received, we chose to omit the highest and lowest numbers in each series. In this manner, the mean arithmetic average was obtained. (For example, military school data, with their enormously large enrollments, were occasionally deleted in order to obtain the "average.") Also, the data were not "weighted" by school size. Please keep this in mind when reviewing the study data.

In addition, for reporting ease, we have rounded off the averages.

This *1996 Distance Education Survey* marks the seventh survey DETC has conducted since 1978 on course structure and educational practices in DETC member institutions. In the past, we have analyzed data from previous surveys to compare with current data. We have chosen to do this again. Bar charts comparing data from 1978, 1983, 1985, 1990, 1992, 1994, and 1996, are included. In many cases, the changes and trends over the years are significant and interesting.

Summary

According to the survey results (see accompanying tables), here is a profile of the educational practices of the "typical" DETC member institution:

- The average age of students is 34.
- 52% of students are male; 48% are female.
- 42% of students have a college degree.
- 81% of students are employed.
- Over half (52%) the instructors are full time.
- The average number of people employed at DETC schools is 55.
- The average number of courses offered is 48.
- The "most popular course" has an average 36 assignments/submissions, takes students 13 months to complete, and has a 68% lesson completion rate.
- The average non-start rate is 10%; average course graduation rate is 52%.
- The majority (51%) of courses offered are developed by both in-house staff and outside authors.
- The majority (66%) of examination questions are objective in style and an average of 41 questions are asked per exam.
- The "most popular course" typically contains hardware/kits (22%), audio tapes (20%) and videotapes (13%).
- It typically takes a student 10 hours to complete a lesson.
- Schools grade and return lessons within 5 days.
- 9% of schools offer mandatory resident training.
- 44% of the courses are loose leaf bound; 15% of the courses are hard bound published texts.
- 82% of the schools have instructors who write comments on submissions; 75% of school instructors write personal letters to students.
- 56% use proctored examinations.
- 47% of the schools offer a fax exam service.
- 58% of the schools use toll-free telephone service for educational purposes.
- 73% of the schools use pre-printed motivation letters; 24% use e-mail to motivate students.

- 100% of the schools own their own computer and 75% have computers that are networked.
- 80% of the schools use desktop publishing to prepare their courses; 53% print directly from desktop publishing.
- 62% of the schools publish a newsletter/magazine for students.
- 56% of the schools have a home page and 69% use e-mail.

The accompanying tables of data provide an in-depth look at current educational practices in DETC member institutions.

Summary of Written Comments From the Survey

In order to obtain a sense of DETC members' perspective on the future of distance education, surveyed institutions were asked, "What plans do you have in the immediate future (1-2 years) in terms of new courses, expanded services, marketing initiatives, etc.?"

Many schools responded that they will be developing new courses and/or expanding and redesigning the services offered in current courses. Reducing lesson turnaround time was cited, as was increasing marketing efforts, improving graduate contact, expanding student services (e.g., toll-free telephone number, audio/videotapes, computerized record keeping), utilizing e-mail, fax machines, and maintaining a personal touch with students.

In addition, DETC institutions responded to the question, "What do you think is the outlook (e.g., new markets, regulatory climate, public acceptance, etc.) for distance education in the next three to five year period?"

A majority of the responses to this question were most often optimistic, with a general feeling that distance study is more accepted than ever before. The respondents felt that the time-tested, unique advantages of the distance study method suggest that the future, while always uncertain, will be an exciting time.

In summary, it is important to remember that although the future will obviously bring about significant changes for distance study education, the potential is there for continued growth and success. Perhaps the most critical challenge will be in the area of meeting public demand for new courses. The "surface has only been scratched" in terms of the potential for new subjects which can readily be taught by distance study.

Other selected comments which are representative of the schools' written responses include these:

- Distance education is experiencing a renaissance, thanks to technology. Now it is possible to deliver training instantly via the Internet and World Wide Web, as well as through satellite, television and interactive CD-ROMs. With more universities embracing distance education, public acceptance will grow to unprecedented levels.

- Excellent! The positive acceptance of the distance education concept by all segments of the community bodes well for the future of our institution.

- Continued scrutiny of distance education programs will bring greater public acceptance

of the strong programs remaining. There will be rumblings of a more intense regulatory climate, but continued self-regulation by DETC will result in greater trust and a gradually declining antagonism toward distance education. Our major task then will be persuading traditional educational establishments that distance education is for real.

- Market is expanding due to higher high school graduate rates. Technology is adding sophistication and improved educational effectiveness to distance education.

- Fallout from advancing electronic communication may ultimately benefit non-traditional education.

- Distance education is extremely promising over the next three years. As governmental agencies see the advantage of delivering training at a distance, those schools who can provide the service will be sought after.

- We believe that distance study education has a positive outlook for the future. Because of the "pay as you go" financing, the need for supplemental income and the desire for career changes and self improvement, students will be attracted to this type of study.

- Excellent! Distance study is definitely opening new markets. In the government, we are searching for more cost effective approaches to deliver training. Distance learning approaches are expanding our capabilities and providing us with a more cost-effective way to deliver training to our clientele. Adult learning is enhanced by distance learning. Adults can work at their own pace and rely on their own resources. The faster learner is not inhibited/frustrated by the slow learners while the slow learners are not frustrated by the fast learners. This is the optimal learning environment.

- Distance learning is becoming a key concept for our branch of the service. In the next three years, a large portion of our training will be through distance learning means. Paper will be phased out as electronic capabilities improve.

- Courses are developed to meet specific training needs and to support promotion systems for the military. As funds for resident training decrease, we anticipate increased use of distance education.

- Exciting and expanding!

TABLE ONE

Average Number of Distance Study Students and Courses

New and Active Enrollments and Number of Courses

Total Active Students	Number of Institutions	Q. 1 New Enrollments During 1995	Q. 2 No. of Active Students	Q. 3 No. of DE Courses
Less than 200	10	834	862	102
201 to 500	7	1,045	1,912	88
501 to 1,000	7	3,722	4,940	237
1,001 to 2,500	12	18,570	24,704	394
2,501 to 5,000	3	3,238	8,820	87
5,001 to 25,000	7	33,531	64,563	450
25,001 and Greater	4	396,876	546,724	204
Federal/Military Schools	5	960,360	718,517	1,093
Totals	55	1,418,176	1,371,042	2,655 (Avg.) 48

TABLE TWO

Age and Sex of Students

Total Active Students	Number of Institutions	Q. 4a Average Age	Q. 4b Percent (Avg.) Male	Female
Less than 200	10	36	35	65
201 to 500	7	35	38	62
501 to 1,000	7	37	58	42
1,001 to 2,500	12	32	73	27
2,501 to 5,000	3	37	51	49
5,001 to 25,000	7	33	60	40
25,001 and Greater	4	31	48	52
Federal/Military Schools	5	--	--	--
Averages		34 yrs.	52%	48%

TABLE THREE

Students Employed and Tuition Paid by Employers

Total Active Students	Number of Institutions	Q. 5a % Students Employed	Q. 5b % Tuition Paid by Employer
Less than 200	10	76	9
201 to 500	7	93	36
501 to 1,000	7	89	29
1,001 to 2,500	12	82	42
2,501 to 5,000	3	90	9
5,001 to 25,000	7	90	15
25,001 and Greater	4	50	5
Federal/Military Schools	5	--	--
Averages		81%	21%

TABLE FOUR

High School and College Degrees

Total Active Students	No. of Institutions	Q. 6a % High School or GED	Q. 6b % Associate Degree	Q. 6c % Bachelor Degree	Q. 6d % Masters Degree	Total % with Degrees
Less than 200	10	90	45	53	4	57
201 to 500	7	98	17	40	11	50
501 to 1,000	7	84	11	41	15	57
1,001 to 2,500	12	96	18	22	2	37
2,501 to 5,000	3	96	25	11	2	38
5,001 to 25,000	7	94	18	14	5	26
25,001 and Greater	4	73	11	16	6	31
Federal/Military Schools	5	99	--	--	--	--
Averages		91%	21%	28%	6%	42%

TABLE FIVE

Individuals Employed by Institutions

Total Active Students	No. of Inst.	Q. 7a Educ. Staff	Q. 7b Clerical Staff	Q. 7c Sales Reps.	Q. 7d Sup. Staff	Q. 7e Exec. Staff	Q. 7f Others
Less than 200	10	117	37	14	17	17	5
201 to 500	7	76	37	37	7	20	9
501 to 1,000	7	113	11	0	5	10	1
1,001 to 2,500	12	118	153	20	66	42	125
2,501 to 5,000	3	10	16	5	5	3	6
5,001 to 25,000	7	122	123	138	68	33	426
25,001 and Greater	4	282	517	256	119	26	105
Federal/ Military Schools	5	137	44	1	30	9	130
Averages*		114	68	36	32	19	63

*drop highest and lowest and divide by 6

Average Number of Staff is 55
(7a + 7b + 7c + 7d + 7e + 7f) divided by 6

TABLE SIX

Course Development Procedures

Courses are typically developed with . . . (number of school respondents)

Total Active Students	No. of Institutions	Q. 8a By In-House Staff	Q. 8b By Outside Authors	Q. 8c Both In-House & Outside	Q. 8d Already Published Texts	Q. 8e All of These
Less than 200	10	5	0	2	3	0
201 to 500	7	1	0	6	0	0
501 to 1,000	7	0	0	5	1	1
1,001 to 2,500	12	1	0	6	3	2
2,501 to 5,000	3	0	0	3	0	0
5,001 to 25,000	7	0	0	3	0	4
25,001 and Greater	4	0	0	0	1	3
Federal/Military Schools	5	1	1	3	0	0
Total (Percentages)	55	8 (14%)	1 (2%)	28 (51%)	8 (15%)	10 (18%)

TABLE SEVEN

Course Examination Items

Courses typically make use of examination items which are . . .

Total Active Students	No. of Institutions	Q. 9a Objective	Q. 9b Subjective	Q. 9c Projects/ Artwork	Q. 9d Other	Q. 10 Average Number of Questions Per Exam
Less than 200	10	6	4	0	1	55
201 to 500	7	5	0	0	2	42
501 to 1,000	7	3	2	1	1	28
1001, to 2,500	12	10	1	0	2	50
2,501 to 5,000	3	0	3	0	0	13
5,001 to 25,000	7	5	1	1	0	43
25,001 and Greater	4	3	0	0	1	20
Federal/Military Schools	5	5	0	0	0	76
Totals (Percentages)	55	37 (66%)	11 (19%)	2 (3%)	7 (12%)	327 (41)

TABLE EIGHT

Course Data

Number of assignments, completion time, and tuition for the "most popular course" are . . .

Total Active Students	No. of Institutions	Q. 11b Avg. No. of Assignments	Q. 11c Avg. Completion Time (Mos.)	Q. 11d Avg. Tuition
Less than 200	10	30	18	1,578
201 to 500	7	14	8	741
501 to 1,000	7	30	15	1,113
1,001 to 2,500	12	29	16	649
2,501 to 5,000	3	17	3	72
5,001 to 25,000	7	63	16	1,738
25,001 and Greater	4	86	25	1,413
Federal/Military Schools	5	17	6	--
Totals (Averages)	55	286 (36)	107 (13 mos.)	7,304 ($1,043)

TABLE NINE

Course Data, continued

Non-start rates, lesson completion rates and graduation rates for the "most popular courses" are . . .

Total Active Students	No. of Institutions	Q. 11e Avg. Non-Start Rate	Q. 11f Avg. Lesson Completion Rate (%)	Q. 11h Avg. Graduation Rate (%)
Less than 200	10	6	63	54
201 to 500	7	6	74	68
501 to 1,000	7	10	59	47
1,001 to 2,500	12	16	60	50
2,501 to 5,000	3	10	80	NA
5,001 to 25,000	7	11	62	37
25,001 and Greater	4	18	49	22
Federal/Military Schools		6	94	83
Totals (Averages)		83 (10%)	541 (68%)	361 (52%)

TABLE TEN

Course Design

Number of institutions with "most popular course" that typically contains . . .

Total Active Students	No. of Institutions	Q. 11i Mandatory Resident Training	Q. 11j Hardware/ Kits	Q. 11k Audio Tapes	Q. 11l Video Tapes
Less than 200	10	3	1	3	4
201 to 500	7	2	2	2	2
501 to 1,000	7	0	0	1	0
1,001 to 2,500	12	0	3	1	1
2,501 to 5,000	3	0	0	0	0
5,001 to 25,000	7	0	2	2	0
25,001 and Greater	4	0	3	2	0
Federal/Military Schools	5	0	1	0	0
Totals (Percentages)	55	5 (9%)	12 (22%)	11 (20%)	7 (13%)

TABLE ELEVEN

Course Design, continued

Number of institutions with "most popular course" which typically contains . . .

Total Active Students	No. of Institutions	Q. 11m Multimedia Disks	Q. 11n CD-ROM Disks	Q. 11o Job-Related Tools	Q. 11p Online Communication
Less than 200	10	0	0	0	2
201 to 500	7	0	0	2	2
501 to 1,000	7	0	0	1	1
1,001 to 2,500	12	1	1	3	1
2,501 to 5,000	3	0	0	0	0
5,001 to 25,000	7	0	0	1	2
25,001 and Greater	4	0	2	3	2
Federal/Military Schools	5	4	5	5	5
Totals (Percentages)	55	5 (9%)	8 (15%)	15 (27%)	15 (27%)

TABLE TWELVE

Course Delivery

The predominant method used to deliver course content are . . .

Total Active Students	No. of Institutions	Q. 12a Loose Leaf Binders	Q. 12b Perfect Bound Soft Cover	Q. 12c Side or Saddle Stitched Soft Cover	Q. 12d Hard Bound "Published"
Less than 200	10	4	2	0	2
201 to 500	7	3	0	1	2
501 to 1,000	7	3	1	0	1
1,001 to 2,500	12	7	1	2	2
2,501 to 5,000	3	1	1	0	0
5,001 to 25,000	7	3	0	3	0
25,001 and Greater	4	1	0	2	1
Federal/Military Schools	5	2	2	1	0
Totals (Percentages)	55	24 (44%)	7 (13%)	9 (16%)	8 (15%)

TABLE THIRTEEN

Course Delivery, continued

The predominant methods used to deliver course content are . . .

Total Active Students	No. of Institutions	Q. 12e CD-ROM or Disks	Q. 12f Audio/ Visual	Q. 12g Online Electronic Delivery	Q. 12h Other
Less than 200	10	0	1	0	1
201 to 500	7	0	1	2	0
501 to 1,000	7	0	0	0	2
1,001 to 2,500	12	0	0	0	0
2,501 to 5,000	3	0	0	0	1
5,001 to 25,000	7	0	0	0	2
25,001 and Greater	4	0	0	0	0
Federal/Military Schools	5	NA	NA	NA	NA
Totals (Percentages)	55	0 (0%)	2 (4%)	2 (4%)	6 (12%)

TABLE FOURTEEN

Course Publishing

Desktop publishing is used to . . .
and Time to Complete Typical Lesson . . .

Total Active Students	No. of Institutions	Q. 13a % Using Desktop Publishing	Q. 13b % Printing Directly from DTP pages	Q. 14 % Customizing Texts to Format	Q. 15 Avg. Time to Complete Typical Lesson (hours)
Less than 200	10	7	4	6	10
201 to 500	7	6	4	4	10
501 to 1,000	7	5	5	4	9
1,001 to 2,500	12	9	4	8	7
2,501 to 5,000	3	2	1	1	NA
5,001 to 25,000	7	7	6	6	14
25,001 and Greater	4	4	3	4	8
Federal/Military Schools	5	4	2	3	NA
Totals (Percentages)	55	44 (80%)	29 (53%)	36 (65%)	10 (avg. hours)

TABLE FIFTEEN

Educational Services

Instructional Staff Status, Motivational Phone Calls and Turnaround Time

Total Active Students	No. of Institutions	Q. 16a % of Full Time Instructors	Q. 16b % of Part Time Instructors	Q. 17a % Initiate Phone Calls to Motivate	Q. 17b % Initiate Phone Calls for Edu. Purposes	Q. 18 Avg. Turn-around Time (Days)
Less than 200	10	32	68	9	9	5
201 to 500	7	43	57	6	6	5.6
501 to 1,000	7	32	68	4	4	5.2
1,001 to 2,500	12	50	50	7	5	2.7
2,501 to 5,000	3	60	30	2	2	7
5,001 to 25,000	7	55	45	6	6	3.4
25,001 and Greater	4	20	80	2	3	4.2
Federal/Military Schools	5	98	2	0	0	5
Totals (Percentages & Averages)	55	390 (49%)	400 (50%)	36 (65%)	35 (64%)	5 days

TABLE SIXTEEN

Types of Educational Services Available

The number of institutions within each sub-group have available these services . . .

Total Active Students	No. of Institutions	Q. 19a Fax Exam Service	Q. 19b Toll Free Telephone Service	Q. 19c Computer Networking	Q. 19d Computer-Generated Responses	Q. 19e Internet Download Capability	Q. 19f Other
Less than 200	10	3	6	2	6	0	2
201 to 500	7	4	5	2	0	2	0
501 to 1,000	7	2	2	2	3	1	1
1,001 to 2,500	12	7	5	6	5	1	2
2,501 to 5,000	3	2	2	2	0	0	0
5,001 to 25,000	7	4	6	4	2	2	0
25,001 and Greater	4	3	2	2	2	2	2
Federal/Military Schools	5	1	4	5	1	1	0
Total	55	26	32	25	19	9	7
(Percentages)		(47%)	(58%)	(45%)	(35%)	(16%)	(13%)

TABLE SEVENTEEN

Types of Educational Services Available, continued

The number of institutions within each sub-group have available these services . . .

Total Active Students	No. of Institutions	Q. 20a Instructor Comments on Assignments	Q. 20b Instructor Comments on Cassette Tape	Q. 20c Instructor Comments Online	Q. 20d Personal Letters from Instructors	Q. 20e Proctored Examinations
Less than 200	10	10	2	3	8	4
201 to 500	7	6	0	3	7	4
501 to 1,000	7	7	1	1	7	3
1,001 to 2,500	12	10	0	3	7	6
2,501 to 5,000	3	2	0	1	2	2
5,001 to 25,000	7	6	2	3	5	5
25,001 and Greater	4	4	1	2	3	3
Federal/Military Schools	5	0	0	0	2	4
Totals (Percentages)	55	45 (82%)	6 (11%)	16 (29%)	41 (75%)	31 (56%)

TABLE EIGHTEEN

School Motivational Methods

In motivating students, the number of institutions within each sub-group use these methods . . .

Total Active Students	No. of Institutions	Q. 21a Pre-Printed Motivation Letters	Q. 21b Personally Typed Letters	Q. 21c Electronic Mail	Q. 21d Fax Letters	Q. 21e Incentive Awards
Less than 200	10	5	5	2	3	0
201 to 500	7	5	5	3	1	3
501 to 1,000	7	6	5	1	2	1
1,001 to 2,500	12	9	6	3	3	3
2,501 to 5,000	3	2	2	1	1	0
5,001 to 25,000	7	5	4	3	3	2
25,001 and Greater	4	4	2	2	1	2
Federal/Military Schools	5	4	0	1	1	0
Totals (Percentages)	55	40 (73%)	29 (53%)	16 (29%)	15 (27%)	11 (20%)

TABLE NINETEEN

Computer Ownership

The number of institutions within each sub-group which own/lease computers for education services is . . .

Total Active Students	No. of Institutions	Q. 22a Own a Computer	Q. 22b Lease a Computer	Q. 22c Lease Time from other Company	Q. 22d % of Computers Networked
Less than 200	10	10	0	0	6
201 to 500	7	7	0	0	4
501 to 1,000	7	7	0	0	4
1,001 to 2,500	12	12	0	0	9
2,501 to 5,000	3	3	0	0	3
5,001 to 25,000	7	7	0	0	7
25,001 and Greater	4	4	0	0	3
Federal/Military Schools	5	5	0	0	5
Totals (Percentages)	55	55 (100%)	0 (0%)	0 (0%)	41 (75%)

TABLE TWENTY

Student Services Offered

The number of institutions within each sub-group which offer the following services to students is . . .

Total Active Students	No. of Institutions	Q. 23a Newsletter/ Magazine	Q. 23b Placement Service/ Assistance	Q. 23c Alumni Assoc.	Q. 23d Honor Society	Q. 23e Other
Less than 200	10	6	4	2	0	2
201 to 500	7	3	1	2	1	1
501 to 1,000	7	3	1	2	1	1
1,001 to 2,500	12	9	1	0	3	0
2,501 to 5,000	3	3	1	1	2	0
5,001 to 25,000	7	6	1	1	3	1
25,001 and Greater	4	2	0	0	3	1
Federal/Military Schools	5	2	0	0	0	2
Totals (Percentages)	55	34 (62%)	9 (16%)	8 (15%)	13 (24%)	8 (15%)

TABLE TWENTY-ONE

Outcomes Assessment

The number of institutions within each sub-group which use the following for measuring student outcomes . . .

Total Active Students	No. of Institutions	Q. 24a Course Completion Statistics	Q. 24b Passages Licensing/ Cert. Exams	Q. 24c Employment/ Placement
Less than 200	10 (6)*	6	0	2
201 to 500	7 (5)	4	2	1
501 to 1,000	7 (7)	5	0	0
1,001 to 2,500	12 (9)	6	1	1
2,501 to 5,000	3 (1)	0	0	0
5,001 to 25,000	7(5)	5	2	0
25,001 and Greater	4 (4)	4	1	2
Federal/Military Schools	5 (2)	2	0	0
Totals (Percentages)	55 (39)	32 (82%)	6 (15%)	6 (15%)

* Number receiving question

TABLE TWENTY-TWO

Outcomes Assessment, continued

The number of institutions within each sub-group which use the following for measuring student outcomes is . . .

Total Active Students	No. of Institutions	Q. 24d Employer Evaluations	Q. 24e Student Self-Evaluations	Q. 24f Professional Organization Recognition
Less than 200	10 (6)*	1	3	1
201 to 500	7 (5)	1	2	0
501 to 1,000	7 (7)	1	6	1
1,001 to 2,500	12 (9)	3	3	1
2,501 to 5,000	3 (1)	0	1	0
5,001 to 25,000	7 (5)	0	3	1
25,001 and Greater	4 (4)	0	4	2
Federal/Military Schools	5 (2)	0	1	0
Totals (Percentages)	55 (39)	6 (15%)	23 (59%)	6 (15%)

* Number receiving question

TABLE TWENTY-THREE

Home Pages and E-Mail Addresses

The number of institutions within each sub-group which have a home page and/or e-mail is . . .

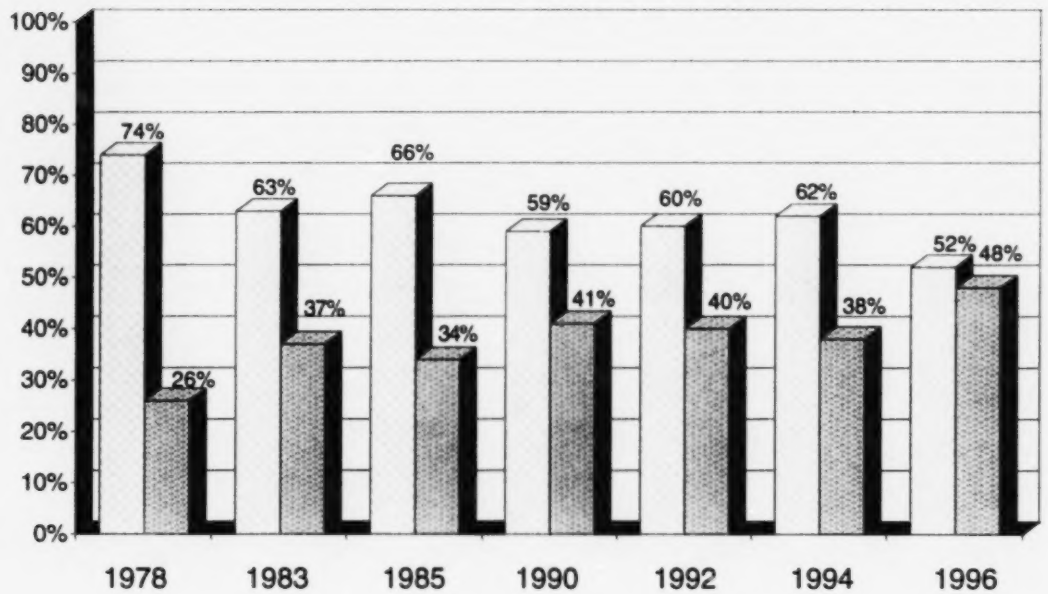
Total Active Students	No. of Institutions	Q. 25a % Having Home Page	Q. 25b % Having E-Mail Address
Less than 200	10	4	7
201 to 500	7	4	6
501 to 1,000	7	4	5
1,001 to 2,500	12	8	8
2,501 to 5,000	3	1	2
5,001 to 25,000	7	4	4
25,001 and Greater	4	2	1
Federal/Military Schools	5	4	5
Totals (Percentages)		31 (56%)	38 (69%)

TABLE TWENTY-FOUR

Sex of Students

Percent of male and female students in DETC member institutions is . . .

(1996: n = 55)



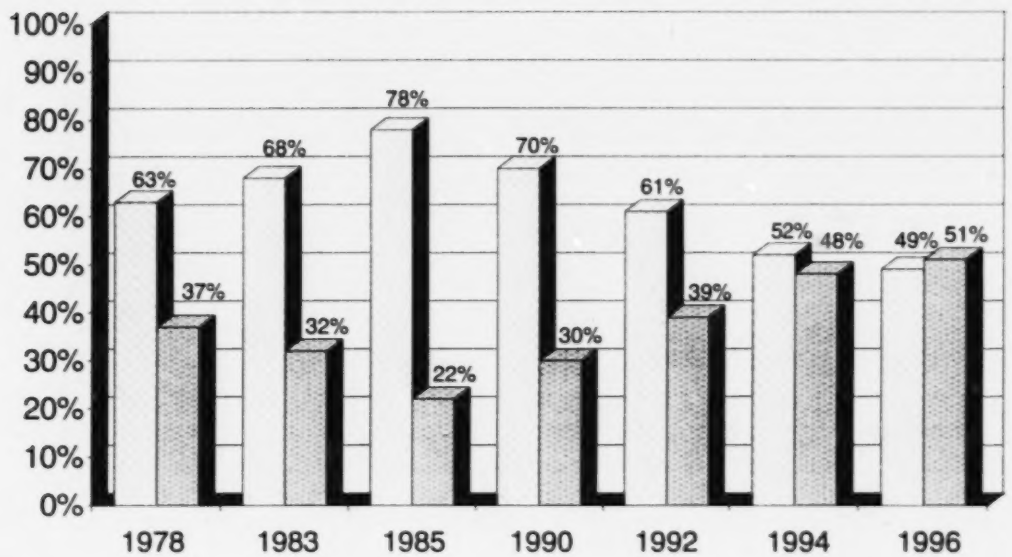
1st = Male
2nd = Female

TABLE TWENTY-FIVE

Full Time and Part Time Instructors

Percent of instructors who are employed full time and part time are . . .

(1996: n = 55)



1st = Full Time
2nd = Part Time

TABLE TWENTY-SIX

Computers Owned

The number of institutions that own a computer/personal computer are . . .

(1996: n = 55)

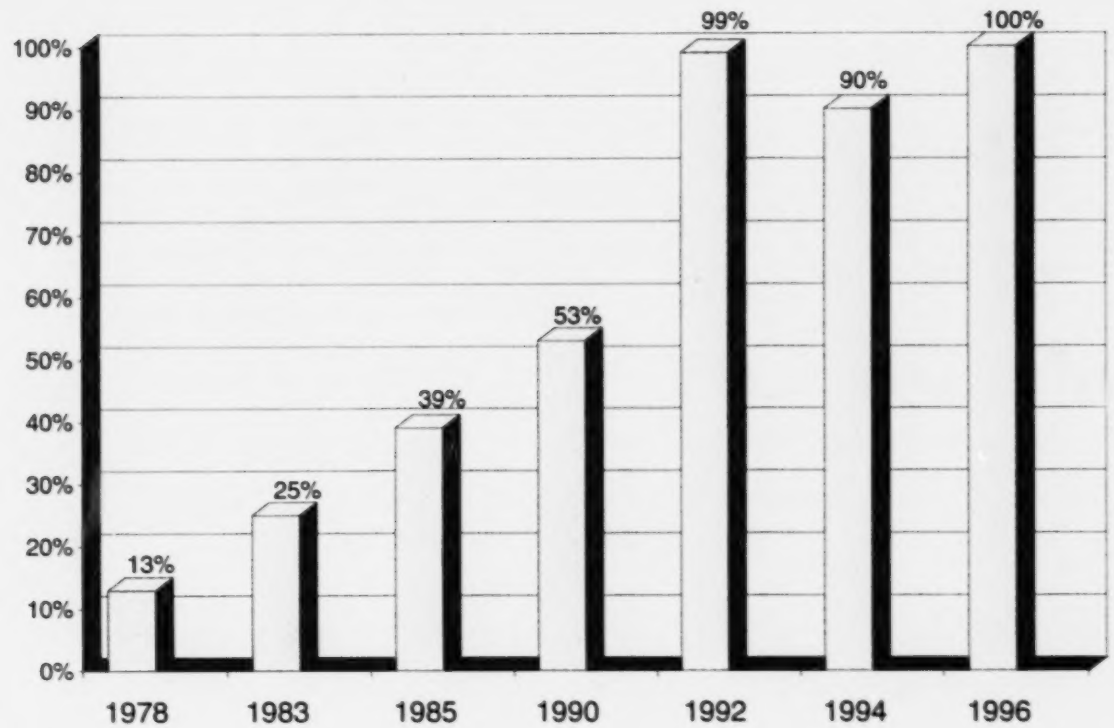


TABLE TWENTY-SEVEN

Toll-Free Service

The number of institutions offering toll free telephone service is . . .

(1996: n = 55)

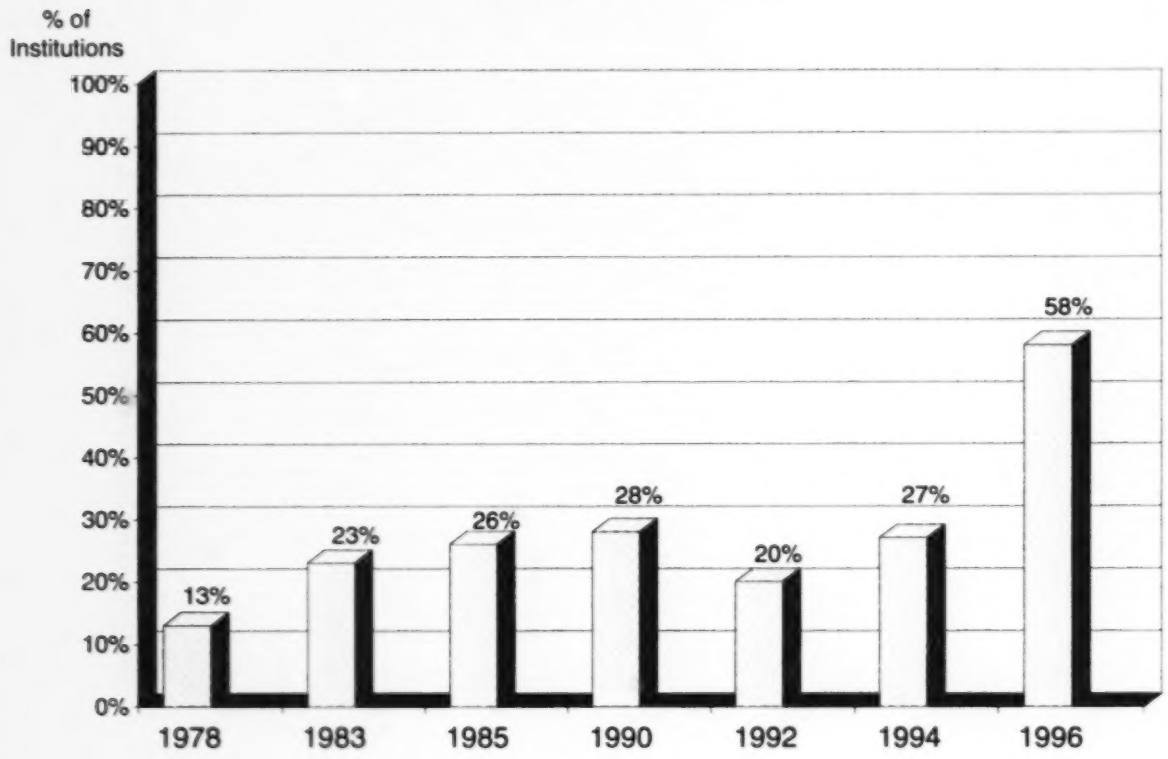
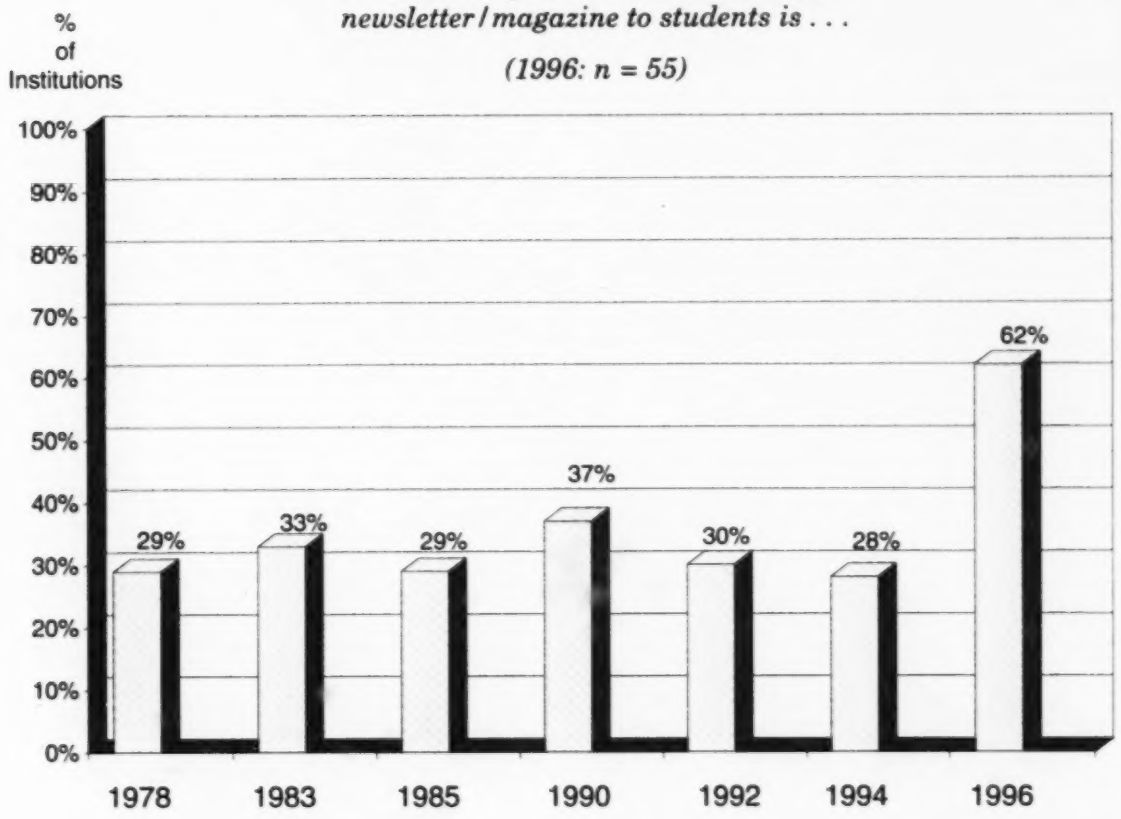


TABLE TWENTY-EIGHT

Newsletter/Magazine

The number of institutions which offer a newsletter / magazine to students is . . .

(1996: n = 55)



Sample Survey

Distance Education and Training Council

1996 Distance Study Survey

Purpose

Over the years the Council has conducted periodic surveys of its membership to develop a clear picture of current education practice in the field. In this 1996 Survey—the seventh one DETC has conducted—your response will help provide an overview of distance study today, plus give DETC member course developers benchmarks for comparative analysis and future course planning. The information you provide can also be used by the Council in various public information activities, and can be helpful to outside researchers and distance study educators everywhere.

Please complete each item as best you can. The data from this survey will be used in *aggregate form only*. Your institution *will not* be identified in any way.

We will send you the results of the survey. Thanks for helping with this vital Council project. Please send your survey to us by **May 31, 1996**.

General

1. How many *new* students did you enroll last year (1995)? _____

2. How many *active* students do you have at this time? _____

3. How many distance study courses do you offer? _____

4. What is the average age of your students? _____ years
   What percent of your students are male? _____%, female? _____%

5. What is the estimated percent of students who are employed at the time of enrollment? _____%
   What percent of your students have their tuition paid by their employers? _____%

6. What percent of your students have either a high school diploma or GED certificate? _____%
   What percent hold an Associate degree? ____%, Bachelor degree? ____%, Masters degree? ____%

7. How many individuals are employed by your institution?

Education staff:	_____
Clerical staff:	_____
Sales Representatives:	_____
Supervisory staff:	_____
Executive staff:	_____
Others:	_____
Total:	_____

May 1996

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Course Development

8. How is your *typical* new course developed? (*Check only one*)

- ❒ Created entirely by in-house staff
- ❒ Created entirely by outside authors
- ❒ Created by both in-house and outside authors
- ❒ Published (including customized) textbooks with study guides produced in-house
- ❒ All of the above
- ❒ Other: _____

9. In your *typical* course, what is the predominant course examination style? (*Check only one*)

- ❒ Objective (multiple choice, true and false)
- ❒ Subjective (essay)
- ❒ Projects (artwork, interviews, etc.)
- ❒ Other: _____

10. What is the average number of questions per exam? _____

11. For your most *popular* course (i.e., highest enrollment), please provide the following (see Tab K, Glossary in the *DETC Accreditation Handbook*, to define the items below):

a.	Course title	_____	
b.	Number of assignments	_____	
c.	Average completion time (months)	_____	
d.	Tuition	_____	
e.	Non-start rate	_____ %	
f.	Lesson completion rate	_____ %	
h.	Graduation rate	_____ %	
i.	Mandatory resident training?	Yes ___	No ___
j.	Includes hardware/kits?	Yes ___	No ___
k.	Includes audio tapes?	Yes ___	No ___
l.	Includes video tapes?	Yes ___	No ___
m.	Includes multimedia disks?	Yes ___	No ___
n.	Includes CD-ROM disks?	Yes ___	No ___
o.	Includes job-related tools/devices?	Yes ___	No ___
p.	Includes online communication	Yes ___	No ___

12. What is the *predominant* method used to deliver course content? (*Check only one*)

- ❒ Loose leaf binders
- ❒ Perfect bound soft cover texts
- ❒ Side or saddle-stitched soft cover texts
- ❒ Hard bound "published" texts
- ❒ CD-ROM or floppy disk

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- ❒ Audio/visual
- ❒ Online electronic delivery
- ❒ Other: _____

13. Do you use desktop publishing to prepare your courses? Yes ___ No ___

If yes, what software do you use (PageMaker, Ventura, etc.) _____

Do you print directly from desktop pages? Yes ___ No ___

14. Do you customize texts to your own format? Yes ___ No ___

15. What is the average length of time it takes students to complete a *typical* lesson? _____ hours

Educational Services

16. What percent of your instructors are: Full time _____% Part time _____%

17. Do you initiate telephone contacts with students for motivational purposes? Yes ___ No ___
For educational purposes? Yes ___ No ___

18. What is the average "turnaround time" for student assignments (i.e., days from date of receipt of student assignment to date graded assignment is posted in mail to students)? _____ Days

19. Which of the following do you use to provide educational services to students?

- ❒ Fax exam service
- ❒ Toll-free telephone service
- ❒ Computer networking (e.g., Electronic Mail/Bulletin Board Services)
- ❒ Computer-generated personalized responses
- ❒ Internet download capability
- ❒ Other: _____

20. Which of these services do you provide?

- ❒ Instructor writes comments on assignments
- ❒ Instructor comments on cassette tapes
- ❒ Instructor comments online
- ❒ Personalized letters from instructors
- ❒ Proctored examinations

21. Do you use the following in your student motivational efforts?

- ❒ Pre-printed motivation letters
- ❒ Personally typed motivation letters
- ❒ Electronic mail (e.g., E-mail or computer-to-computer messages)
- ❒ Fax letters
- ❒ Motivational incentive awards (gifts, etc.)

Circle the one technique above which has been the single most effective method for increasing lesson completion rates.

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22. For education services in your institution, do you —

- ❒ Own a computer? Yes ___ No ___
  If yes, what type and brand of computer: _____
- ❒ Lease a computer? Name of computer leased: _____
- ❒ Lease time from another company? If so, how many hours a month? _____ hours
- ❒ Are your computers networked? Yes ___ No ___

23. What student or graduate services do you provide?

- ❒ Newsletter/magazine
- ❒ Placement service/assistance
- ❒ Alumni association
- ❒ Advanced/honors diploma program
- ❒ Other: _____

24. Which of the following do you use to measure student outcomes?

- ❒ Course completion statistics
- ❒ Passage of licensing/certification examinations
- ❒ Employment/Placement
- ❒ Employer evaluations
- ❒ Student self-evaluations
- ❒ Professional organization recognition

25. Do you have:

- ❒ a home page? If yes, what is your address: _____
- ❒ e-mail address? If so, what is it: _____

Conclusion

26. What plans do you have in the immediate future (one year) in terms of new courses, expanded services, marketing initiatives, etc.?

27. What do you think is the outlook (e.g., new markets, regulatory climate, public acceptance, etc.) for distance study education in the next three year period?

_____
Name of Institution

_____
Signature

_____
Date

Please return this survey by **May 31, 1996** to Cindy Donahue, DETC, 1601 18th St., NW, Washington, D.C. 20009

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